



**Universitas Negeri Surabaya  
Faculty of Languages and Arts  
English Literature Undergraduate Study Program**

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Introduction To Linguistics	7920203095		T=3	P=0	ECTS=4.77	2	July 16, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Case Studies
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Program Learning Outcomes (PLO)	<b>PLO study program that is charged to the course</b>																																																																	
	PLO-5	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement																																																																
	PLO-7	Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2.																																																																
	PLO-8	Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa																																																																
	PLO-10	Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena.																																																																
	<b>Program Objectives (PO)</b>																																																																	
	PO - 1	1) Being able to understand the basic concepts and theories of linguistic elements 2) Being able to understand the concepts of phonology, morphology and syntax, semantics and pragmatics, and discourse and multimodality 3) Being able to apply the concepts of phonology, morphology and syntax, semantics and pragmatics, and discourse and multimodality 4) Being able to analyze various linguistic elements in a variety of language phenomena																																																																
	<b>PLO-PO Matrix</b>																																																																	
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>P.O</td> <td>PLO-5</td> <td>PLO-7</td> <td>PLO-8</td> <td>PLO-10</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>				P.O	PLO-5	PLO-7	PLO-8	PLO-10	PO-1																																																							
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PO-1																																																																		
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																		
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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PO-1																																																																		

Short Course Description	This subject discusses the origin of language and introduces the basic concept of linguistic branches and their functions. The lecture is initiated with the explanation on the study of sound that covers sound production, three labels of phoneme. Other lectures address more complex fields, namely: linguistics as a scientific study of language, characteristics of language, phonology, morphology, syntax, semantics, language change,
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References	<b>Main :</b>
	<ol style="list-style-type: none"> <li>1. Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cenage Learning.</li> <li>2. Radford, Andrew et al. 2012. Linguistics: An Introduction (2nd ed). UK: Cambridge: Cambridge University Press</li> <li>3. Yule, G. 2010. The Study of Language (4th ed). Cambridge: Cambridge University Press.</li> </ol>
	<b>Supporters:</b>

Supporting lecturer	Prof. Slamet Setiawan, M.A., Ph.D. Dian Rivia Himmawati, S.S., M.Hum. Lina Purwaning Hartanti, S.Pd., M.EIL. Lisetyo Ariyanti, S.S., M.Pd. Ayunita Leliana, S.S., M.Pd. Adam Damanhuri, S.S., M.Hum. Fariq Shiddiq Tasaufy, S.S., M.Hum. Cicilia Deandra Maya Putri, S.Hum., M.A.
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Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [ Estimated time]		Learning materials [ References ]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline ( offline )	Online ( online )		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understanding what the language is	The students are able to 1. map the phenomenon (divine source, natural sound source, the physical adaptation source, the genetic source) in the origin of language 2. distinguish human language and animal language 3. explain how humans use language	<b>Criteria:</b> 1.Score is based on the number of correct answers 2.10 <b>Form of Assessment :</b> Participatory Activities, Tests	presentation, discussion, question-answer Reading guide 3 X 50		<b>Material:</b> the definition of the language <b>References:</b> <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cenage Learning.</i>	5%
2	Understanding the conceptual foundation of linguistic knowledge	1.The student is able to illustrate the knowledge of sound system, words, sentences, grammar 2.explain the area of linguistics	<b>Criteria:</b> 1.Scoring is based on the right answer 2.(10) <b>Form of Assessment :</b> Participatory Activities	Lecture Group discussion Exercises done in class presentation 3 X 50		<b>Material:</b> conceptual foundations of linguistic knowledge <b>References:</b> <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cenage Learning.</i>	5%
3	Understanding the sounds of language	1.The students are able to distinguish consonants, vowels and diphthongs 2.explain the sound pattern of language	<b>Criteria:</b> 1.Scoring is based on the right number 2.(10) <b>Form of Assessment :</b> Participatory Activities	Lecture Group discussion Exercises done in class 3 X 50		<b>Material:</b> sounds of language <b>References:</b> <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cenage Learning.</i>	5%
4	Understanding the words of language	The students are able to 1. distinguish content and function words 2. explain the minimal units of meaning 3. explain the rules of word formation	<b>Criteria:</b> Score based on the right number <b>Form of Assessment :</b> Participatory Activities	Lecture Discussion group Exercises done in class 3 X 50		<b>Material:</b> words of language <b>References:</b> <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cenage Learning.</i>	5%
5	Understanding Phrases and Sentences	1.The students are able to distinguish the analysis among traditional approach, the prescriptive approach, descriptive approach and generative grammar, Systemic Functional Grammar 2.find a specific example of each approach	<b>Criteria:</b> 1.Based on the right answers 2.(10) <b>Form of Assessment :</b> Participatory Activities	Lecture Group Discussion Exercises done in class 3 X 50		<b>Material:</b> phrases and sentences <b>References:</b> <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cenage Learning.</i>	5%

6	Understanding the meaning of language	The students are able to 1. distinguish between conceptual and associative meaning 2. distinguish sense and reference 3. explain semantic features 4. illustrate the types of lexical relations	<b>Criteria:</b> Based on the right answers  <b>Form of Assessment :</b> Participatory Activities	Lecture Group Discussion Exercises done in class 3 X 50		<b>Material:</b> meaning of language <b>References:</b> <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cenage Learning.</i>	2%
7	Understand what speakers mean	1.The students are able to distinguish deixis, reference, inference and anaphora 2.explain presupposition, speech act 3.distinguish the negative and positive faces	<b>Criteria:</b> Based on the right answers  <b>Form of Assessment :</b> Participatory Activities	Lecture Reading Guide Group Discussion Exercises done in class 3 X 50		<b>Material:</b> semantics <b>References:</b> <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cenage Learning.</i>	5%
8	Understanding the language in text and conversation	The students are able to 1. Explain cohesion, coherence and speech events in a text 2. Explain the elements of conversation analysis	<b>Criteria:</b> Based on the right answers  <b>Form of Assessment :</b> Participatory Activities	Lecture Reading Guide Group Discussion Exercises done in class 3 X 50		<b>Material:</b> language in text and conversation <b>References:</b> <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cenage Learning.</i>	5%
9	understand all materials from meet 1 to 8	1.Students are able to define the concept of language 2.linguistics 3.sounds 4.words 5.phrases and sentences 6.the meaning of language	<b>Criteria:</b> Based on the right answers  <b>Form of Assessment :</b> Test	written test 3 X 50		<b>Material:</b> language, linguistics, sounds, words, phrases, sentences, and the meaning of language <b>Reference:</b> <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cenage Learning.</i>	20%
10	Understanding the language history and change	1.The students are able to explain the sound correspondence in a language and genetically related language 2.Illustrate a phonological change, morphological, syntactic, lexical, and semantic change in a language 3.Illustrate words in related languages that developed from the same ancestral root.	<b>Criteria:</b> Based on the right answers  <b>Form of Assessment :</b> Participatory Activities	Lecture Reading Guide Group Discussion Exercises done in class 3 X 50		<b>Material:</b> language history and change <b>References:</b> <i>Radford, Andrew et al. 2012. Linguistics: An Introduction (2nd ed). UK: Cambridge: Cambridge University Press</i>	2%

11	Understanding the process of first and second language acquisition	able to understand the process of first and second language acquisition	<b>Criteria:</b> Based on the right answers  <b>Form of Assessment :</b> Participatory Activities	Lecture Reading Guide Group Discussion Exercises done in class		<b>Material:</b> first and second language acquisition <b>References:</b> <i>Radford, Andrew et al. 2012. Linguistics: An Introduction (2nd ed). UK: Cambridge: Cambridge University Press</i>	2%
12	Investigate the influence of sociolinguistic factors in language	able to distinguish sociolinguistic factors in language such as social class, ethnicity, and gender, on language variation and change	<b>Criteria:</b> Based on the right answers  <b>Form of Assessment :</b> Participatory Activities	Lecture Reading Guide Group Discussion Exercises done in class		<b>Material:</b> the influence of sociolinguistic factors in language <b>References:</b> <i>Radford, Andrew et al. 2012. Linguistics: An Introduction (2nd ed). UK: Cambridge: Cambridge University Press</i>	2%
13	Investigate the influence of sociolinguistic factors in language	able to understand the principles of pragmatics	<b>Criteria:</b> Based on the right answers  <b>Form of Assessment :</b> Participatory Activities	Lecture Reading Guide Group Discussion Exercises done in class		<b>Material:</b> Understanding pragmatics <b>References:</b> <i>Radford, Andrew et al. 2012. Linguistics: An Introduction (2nd ed). UK: Cambridge: Cambridge University Press</i>	2%
14	Investigate the influence of sociolinguistic factors in language	able to understand the different linguistic theories and approaches	<b>Criteria:</b> Based on the right answers  <b>Form of Assessment :</b> Participatory Activities	Lecture Reading Guide Group Discussion Exercises done in class		<b>Material:</b> linguistic theories and approaches <b>References:</b> <i>Radford, Andrew et al. 2012. Linguistics: An Introduction (2nd ed). UK: Cambridge: Cambridge University Press</i>	2%
15	Applying linguistic concepts and ideas effectively through written and oral manuscripts	able to apply linguistic concepts and ideas effectively through written and oral manuscripts	<b>Criteria:</b> Based on the right answers  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Lecture Reading Guide Group Discussion Exercises done in class		<b>Material:</b> linguistic theories and approaches <b>References:</b> <i>Radford, Andrew et al. 2012. Linguistics: An Introduction (2nd ed). UK: Cambridge: Cambridge University Press</i>  <b>Material:</b> linguistic concepts and ideas <b>References:</b> <i>Radford, Andrew et al. 2012. Linguistics: An Introduction (2nd ed). UK: Cambridge: Cambridge University Press</i>	3%

16	understanding all materials from meet 10 to 15	1.pragmatics 2.linguistic concepts	<b>Criteria:</b> Based on the right answers  <b>Form of Assessment :</b> Test	written test		<b>Material:</b> pragmatics and linguistic concepts <b>References:</b> <i>Radford, Andrew et al. 2012. Linguistics: An Introduction (2nd ed). UK: Cambridge: Cambridge University Press</i>	30%
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#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	46%
2.	Practice / Performance	1.5%
3.	Test	52.5%
		100%

#### Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.